

GCCN News

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Cooperative education

Putting theory
into practice

—page 2

*Co-op student Sue Regnier in the
darkroom (right), and one of her
photographs, published this summer
in the Brattleboro Reformer*

Theresa Maggio



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Credit for a job well done

Cooperative education gives students practical experience—and a paycheck

Sue Regnier always wanted to take pictures. The problem was that she couldn't keep her hands steady enough to keep things in focus. Most of the time, she was either too high on drugs, or drunk. Now, she's a recovering alcoholic and has kicked her drug habit, and her life is focused, like her camera, around photography. She begins her second year at GCC in September.

Regnier, who lives in Greenfield, entered GCC to study photojournalism with a minor in graphic arts. It's a far cry from her past, a time when she says she had "no sense of a future." She was a bartender for 14 years, and it was during that time that she began to drink and take drugs extensively. But she gradually began to take back control of her life, and she will have been sober for two years in October.

Several photography courses and a spring semester cooperative education placement rekindled Regnier's love of photography. This summer, Regnier completed her second cooperative education placement in the program's first year. "I wouldn't trade co-op for any classroom experience," she says.

In the spring semester she worked directly for the cooperative education office, creating several promotional materials, including a photo essay on the theme, "Anyone can be a part of co-op ed," and a slide tape presentation with audio using both color and black-and-white slides.

She worked 20 hours per week at the *Brattleboro Reformer*, earning six credits, three for cooperative education and three as an independent study. Sue worked at least four days a week at the *Reformer*, taking and developing photographs, many of them published in the paper, under the careful supervision of Jim Powers, the paper's photography editor.

The placement came about as the result of an impromptu visit to the paper by Sue with then-job placement specialist Mary Milay. They convinced Powers to hire Sue. Powers has been an excellent supervisor and teacher, she says, and she loved the nature and variety of the work. "I might be photographing a special

needs child in a crowded gymnasium one day, and a frog jumping contest the next," she says. The job has helped her clarify her career goals. She likes the people, the creativity and "the making of a story" that photojournalism requires. She eventually hopes to transfer to a four-year institution.

"I have a future now," says Regnier about her fledgling photography career, "and I didn't have a sense of one even while I was growing up."

"I can't say that I will never pick up a drink or a drug again. However, the consequences of losing everything I have worked so hard for in the last two years is a very high price to pay. There is no cure for the disease of addiction. I work hard on a daily basis to maintain my sobriety. Sharing the fact that I am in recovery keeps me out of compromising situations."

Regnier is one of 30 placements made by the college's new cooperative education office during the spring semester and summer. "Co-op ed" begins its first full year at GCC in September. In some respects, co-op is similar to an internship: students are awarded academic credit for off-campus work experience related directly to their major field of study. But unlike an internship, co-op students are paid entry level salaries by the company they work for. The program is funded with an \$80,410 federal grant awarded to the college last fall, the first installment in a five-year award totaling \$315,000.

Steven Budd, who had previously directed a cooperative education program at Springfield Technical Community College, was hired in November to get the program ready for the spring semester. It was not easy, with a bad economy, and everything from developing forms to explaining co-op to both faculty and area businesses needing to be done.

Students participate in co-op for a variety of reasons. They gain an orientation to the workplace, and can explore career choices. Co-op offers a way to get hands-on work experience in a particular field or begin a relationship with a future employer, and earn credit—and income—in the process. "There's no substitute for the experience of working in a newsroom," says Regnier.

The pay is in most instances modest, but it nonetheless changes the level of commitment by the employer. Co-op is an inexpensive way for companies to try out prospective employees and respond to short-term personnel needs. Those students who eventually are hired get a leg up on training. And co-op gives both employer and student a first-hand look at each other. That can only lead to better-informed decisions later on.

The scheduling of hours is negotiated between the student and employer, with no restrictions on shifts, holidays or weekends. Students must work 10 to 15 hours per week for the duration of the semester in order to receive academic credit (full-time work is encouraged between semesters). They must have completed 12 or more credits and achieved a 2.0 cumulative grade point average to be eligible for the program.

Due to the program's newness, the relationship between co-op and academic departments is still evolving. Co-op is an elective in some academic departments, and a core requirement in others. The business division, liberal arts, psychology and human services were the biggest users of co-op last year, says Budd. One of his goals that new director Mared Alicea shares is to develop more placements in the humanities.

"Co-op is always popular in fields such as business and computer science," Budd says. "I want to distinguish us with a strong program in the humanities as well."

A faculty member from each of GCC's three academic divisions (humanities; business and natural sciences; and behavioral and social sciences) works with the co-op director to determine academic standards and develop procedures for the program. Last year's coordinator's were Professor of Marketing John Reino, Professor of Art Pamela Sacher and Professor of Speech Saul Greenblatt. Greenblatt will return this year, and will be joined by Martha Kimball, professor of business administration (only 2 will be used this fall). The faculty coordinators have veto power over placements, and make the final letter grades and determination of credit.



Theresa Maggio

"I wouldn't trade co-op for any classroom experience," says Sue Regnier, who spent this summer working for the Brattleboro Reformer.

Faculty coordinators teach the mandatory one-credit seminar taken by co-op students, advise them, and visit them at their work site. The seminar is used to explain how to use co-op effectively, how to communicate on the job, share problems that students encounter and brainstorm answers. Students need about 150 hours of work to receive three co-op credits, and can earn up to nine credits during their GCC careers.

A faculty coordinator and student draw up a learning contract together that specifies the skills required for the co-op job, and a set of learning goals for the

placement. Students are then evaluated by this; a typical contract includes a daily diary, an employer's evaluation, a series of meetings between the faculty coordinator, student and co-op supervisor, the student's own evaluation of the experience, and papers or exams.

Faculty coordinator Greenblatt says the program "proved to be extremely beneficial—maybe even more than we expected—from the point of view of both students and employers. It's been a great way to involve the community with the college." And Sue Regnier, says Budd, is "the classic student I really want to help."

New director Alicea sees expanded role for businesses

Mared Alicea is the new director of the Cooperative Education Program. She has a bachelor's degree in psychology from the University of Puerto Rico, and a master's degree in career development and counseling from the University of Massachusetts.

Alicea began working at GCC in 1989, as staff assistant for financial aid and admissions. Last year, she was named coordinator of minority affairs and coordinator of the placement office, and continued to work in admissions.

"I'm very excited about joining co-op, and I look forward to a challenging year," she says.

Among her goals for the program, Alicea hopes to do more to recognize participating businesses and to encourage more minority students to apply for co-op jobs.

"I believe there is a real strength in diversity," she says, "and that the best work comes from the combined efforts of many different people with many different points of view."

Citing recent reports that describe American education as in a state of crisis, Alicea says, "We need to encourage corporate America to get more involved. Some businesses have already taken a role and invested in education by giving equipment and materials to our colleges and schools. Co-op is another way to support education by providing students with an opportunity to apply what they have learned."

Co-op even helps some students stay in school, Alicea adds. "Many use the money they earn to help pay their tuition."



Dennis Koonz

Mared Alicea

In August, Budd assumed new responsibilities at GCC as director of grant activities. Under normal circumstances, this might hurt the program's continuity. But new director Alicea's knowledge of the college—she has worked in the admissions office, as coordinator of minority affairs and coordinator of the placement office during the past two years—gives her a tremendous head start, and she is already well-known to the business community from her work in the placement office. Budd's continued presence at the college will help assure a smooth transition as well.

Ira Rubenzahl named dean of academic affairs

Ira Rubenzahl assumed his new duties as dean of academic affairs on August 1. Rubenzahl replaces acting dean Carleton Stinchfield, who is returning to the faculty.

Rubenzahl has worked at GCC since 1976. He taught math, physics and engineering from 1976 to 1989, and for the past two years was assistant academic dean for business and the natural sciences. Rubenzahl earned his bachelor's degree at Princeton University, and his Ph.D. in physics at the Massachusetts Institute of Technology. He lives in Greenfield.

As the college's chief academic officer, Rubenzahl will supervise all academic programs, the registrar's office and the library. His appointment concludes a nationwide search that began in February and attracted nearly 100 candidates.

Rubenzahl's appointment was announced at GCC's annual employee recognition day May 14. At that time, President Katherine Sloan and Charles Ramon, chair of the board of trustees, expressed appreciation to Stinchfield for serving as acting dean for the past two years during budget crises and the search for a permanent dean. Stinchfield is a tenured professor in science and technology and is widely known as an authority on hazardous materials management and laboratory safety. He was Rubenzahl's predecessor as assistant academic dean for business and the natural sciences from 1979 to 1989.

"I am extremely pleased to announce Ira Rubenzahl's appointment," said President Sloan. "The fact that he emerged as the strongest candidate following a rigorous search process is a credit to the institution. I appreciate



Ira Rubenzahl

Dennis Koonz

Carleton Stinchfield's outstanding work as acting dean over the past two years, and look forward to working with Ira in the future."



Dennis Koonz

Left to right, State Rep. Carmen Buell of Greenfield, Richard Cromack, Trustee and Franklin County Clerk of Courts Doris Doyle, and President Katherine Sloan at Cromack's swearing in ceremony.

Former GCC Foundation president Richard Cromack named to board of trustees

Richard Cromack of Colrain will begin his first full year as a college trustee at the September 11 board meeting. A past president of the Greenfield Community College Foundation, Cromack was appointed to a five-year term on the board of trustees by then-Governor Michael Dukakis last fall.

Cromack is president and chief executive officer of Greenfield Co-operative Bank. He is a director of the Franklin County Chamber of Commerce and of the WestMass Development Corporation in Springfield. He is chairman of the Massachusetts League of Commercial Banks and a vice president of the Eastern States Exposition. In addition to his work with the Foundation, he has previously taught classes at GCC.

"I hope that my knowledge of banking will be of help during these tough economic times," said Cromack.

Lawanza Brewington attends minority leadership institute

Lawanza Brewington of Turners Falls spent the summer in Washington, DC, as one of just 65 students from across the country selected for the Minority Leadership Fellowship Program of the Washington Center for Internships and Academic Seminars.

Brewington, 26, is a second-year student majoring in business administration. She is the student representative to the GCC board of trustees, and president of the multicultural club, which she helped found a year-and-a-half ago. Brewington is a dean's list student and a charter member of the GCC chapter of the Phi Theta Kappa National Honor Society.

Prior to GCC, she was employed in business office and data processing operations. Her goal is to return to the business community with a degree in accounting. She is married and the mother of a two-year-old son. Her husband Dwayne is also a student at GCC.

The fellowship provided for her residency in Washington from June to mid-August 17, during which she took a variety of courses, seminars and workshops designed to develop her leadership skills.

"We are extremely pleased to see Lawanza recognized by the Minority Leadership Fellowship Program," said President Katherine Sloan. "She has demonstrated her leadership skills in many ways at the college, particularly as the student member of the board of trustees. She has also shown a strong commitment to making GCC a welcoming place for people of different cultures."



Dennis Koonz

Lawanza Brewington

Foundation doubles contribution to college

The Greenfield Community College Foundation will more than double its annual contribution to the college for the fiscal year beginning July 1. The action was taken to help offset the 22 percent cumulative cut that has been made to GCC's state appropriation over the past three years.

The Foundation's board of directors voted to contribute \$103,000 toward scholarships, fundraising and several special college projects for FY92, an increase of \$55,000 over last year. Projects funded by the award, in addition to the emergency scholarship fund, include new equipment for the college television studio, a half-time position and secretarial support for a coordinator of fundraising and alumni/ae relations for the Foundation, and professional development activities for faculty and staff.

"The past year has been a difficult one for the GCC Foundation board of directors," said Foundation President Diane Peterson in announcing the award. "We have watched as an outstanding community college has suffered from budget cut after budget cut. We have tried to focus on the people that face the most difficult time next year--the students--while continuing to support professional development opportunities to maintain faculty morale. We feel very good about being able to help the fine community college we have in our midst during this critical time."

"We are extremely pleased with this increased level of financial commitment by the Foundation," said President Katherine Sloan. "The state's ongoing fiscal problems have made it difficult to maintain facilities like the television studio, and we are particularly excited to have additional scholarship money for students at a time when state funding in this area is virtually drying up. By hiring a half-time fundraiser, the college and Foundation can continue to work together to develop other sources of funding that

make us less dependent upon the state budget."

"As a former president of the Foundation I am very happy that the board of directors has seen fit to make this money available to the college, especially for scholarships," said Charles Ramon, chairman of the Board of Trustees. "At a time when the governor has called for every state college to establish a foundation for fundraising purposes, this demonstrates that our's is way ahead in responding to the needs of the college in a substantive way. I'm ecstatic about this decision."

The Foundation also announced that due to the state budget crisis it will delay building a proposed multipurpose center in conjunction with the Greenfield Teen Center for two years, but will appropriate \$10,000 toward the facility's design in the interim.

"We were very hopeful that next year our energies could be put into helping the Teen Center and the college by putting up a new multipurpose building on campus that would help alleviate overcrowding at GCC and respond to community needs," said Peterson. "The situation has become so critical at GCC, however, that we now feel we must concentrate on helping the college through this extremely difficult period."

The \$20,000 emergency scholarship fund will be used to help students meet the cost of attending GCC when all other sources of aid have been exhausted. The money is in addition to more than \$3,000 raised by the college last spring at its first "Dollars for Scholars" benefit golf tournament at Crumpin-Fox Club in Bernardston.

The Greenfield Community College Foundation was established in 1968 for the purpose of aiding in the improvement and maintenance of the college, assisting students in financial need, promoting the college's educational mission, and fostering closer relations between the college and its alumni/ae.



President Katherine Sloan

Dennis Koonz

Weld chooses President Sloan for education commission

Governor William Weld has appointed GCC President Katherine H. Sloan to the Massachusetts Commission on the Future of the State College and Community College Systems. The commission's charge is to review all matters affecting the future of the state's 15 community colleges and nine state colleges, and to make recommendations on their governance, finance, programs and missions. The group, which is chaired by Secretary of Education Piedad Robertson, is expected to make an advisory report by January 1.

The commission is comprised of 19 leaders from the public and private sector. Sloan is the only current president of a community college among the group. She has been at GCC since 1988, and is president of the Council of Community College Presidents of Massachusetts for 1991-92, and a member of the executive committee of the Council of Public College Presidents in Massachusetts.

"This is a critical time for higher education in Massachusetts, given the state's ongoing fiscal crisis," said Sloan about her appointment. "I look forward to participating in the debate about the future direction of higher education, and making the particular concerns of community colleges heard."

The commission began its work in early August, and will meet regularly throughout the fall.



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GCC News is written and edited by Russell Powell, director of public relations, with design assistance from Thomas Boisvert, professor of art, and photography by Dennis Koonz, technical assistant for the media center. Staff assistant Lynne Morris and intern Cherie Poirier also contributed to this issue.



Alumn Bradley Brigham by his antiques shop in Colrain.

Russell Powell

What's your handicap?

Despite being confined to a wheelchair, there's very little that Bradley Brigham has been unable to accomplish

It was 1972, and Bradley Brigham, 17 years old and a junior at Mohawk Regional High School, was riding a motorcycle with a friend on a back road near his family's farm in Colrain. Suddenly, the bike hit a tuft of grass and flipped over. His friend was unscathed, but Bradley turned the wrong way in the air, and when he landed, he couldn't move his legs. He has been confined to a wheelchair ever since.

The year after his accident was difficult for Bradley. Ramps had to be installed in and around the family home, doors had to be widened, and "I experienced lots of cabin fever. It was a struggle." But he eventually managed to complete his high school degree at home, and enrolled in GCC in the fall of 1974. The College Drive campus had just opened, and was already equipped with elevators and accessible bathrooms, as required by the Massachusetts Rehabilita-

tion Act of 1973, making getting around relatively easy.

After earning an associate of arts degree in liberal arts and an associate of

"The problem with terms like 'handicapped' and 'disabled' is that people generalize into all other areas. It's important to put the person in front of the disability."

science degree in criminal justice at GCC, Brigham then transferred to Amherst College. He received his bachelor's degree in American history there in 1979. He also was awarded a Thomas J. Watson Fellowship for a year of independent study abroad following graduation, and

he traveled to Scandinavia, Holland and the United Kingdom to study housing and recreational programs for the elderly and disabled.

Upon his return Bradley spent several years working in education—first in the English department at Northfield Mount-Hermon School, then in the admissions office of Tabor Academy in Marion, Mass. He eventually decided to return to school, and was accepted into the Clark Art Institute's art history program at Williams College. He studied Italian Renaissance painting on his way to a master's degree.

He later began a Ph.D. program in English at the University of Massachusetts, until one day he stopped in at Stavros, an independent living advocacy and service agency based in Amherst, to use their research library. Before he left he was offered a part-time job that eventually became full-time.

Brigham was deputy director of

Stavros for about three years, and was interim executive director when he left last year. He turned to yet another of his interests, antiques, opening a store, North River Antiquities in Colrain. He now divides his time between his antiques business and Community Enterprises in Northampton, an employment agency for developmentally disabled people, where he works part-time.

As a member of the GCC Foundation since 1988 and an active member of the newly reorganized alumni/ae association,

A regular wheelchair costs about \$1,500, and a power wheelchair costs from \$3,000 to \$5,000. Widening doors in one's home, installing ramps, modifying cars or vans are all very costly.

Brigham has had ample opportunity to return and re-evaluate the campus for its handicapped accessibility. "It's very seldom that you find a *completely* accessible facility," he begins. "But given that, the campus is pretty accessible. The power doors are a big help."

He is referring to 36 electronically operated doors installed throughout the college this spring as part of a three-year capital expenditure to improve handicapped access. Last fall the college was able to purchase \$25,000 worth of state-of-the-art computer equipment with a grant from the state Board of Regents of Higher Education. The equipment was selected for maximum flexibility for the largest number of students. Purchased was a

Kurtz Weil hand and flat-bed scanner with reader. This allows almost any standard typeset to be scanned and vocalized. The machine can change the gender, speed, and tone of voice. It was also selected for its ability to service virtually any typeset source (from books to newspapers) through a speaker headset, or into a tape recorder or computer storage system.

GCC also purchased a Dragon Dictate voice recognition system, which can recognize 10,000 spoken words.

When operational by being attached to a 386-25 computer, students can speak into the unit instead of typing. The college also purchased two 386 PCs for the academic computer lab equipped with special 16-inch color monitors and a program that enlarges the screen display and characters of any software used on campus, up to several inches if necessary.

About the terminology used to describe people with disabilities, Brigham finds "crippled" the most odious. And the problem with terms like "handicapped" and "disabled" is that "people generalize into all other areas," he says. Brigham prefers to say that "someone is 'a person with a disability.' It's important to put the person in front of the disability."

People define accessibility in different ways, says Brigham. "It's hard to call ahead to a hotel or restaurant and get definitive answers about whether or not they are accessible. Are they accessible to power wheelchairs, for example, to blind people, to people on crutches?"

Brigham also points out that durable medical equipment is very expensive. A regular wheelchair costs about \$1,500 and lasts for about three years before it needs to be repaired or replaced. A power wheelchair costs from \$3,000 to \$5,000. Widening doors in one's home, installing ramps, modifying cars or vans are all very costly.

On the national level, Brigham is "all for removing disincentives" to employment for people with disabilities. "The problem that has existed for a long time—and it is getting better—is that people who are getting benefits have been penalized for working. Recently, Sen. Robert Dole (R-Kansas) has authored legislation that has amended this problem by raising the threshold of income before jeopardizing benefits."

Despite his knowledge of handicapped issues, Brigham does not see it as a career. Having already obtained degrees in criminal justice, American history and Italian Renaissance art, and after having taught English, advocated for the disabled and bought and sold antiques, he sees a law or business degree, perhaps, in his future.

"Whatever I do I'll be an advocate for the disabled on some level because of my situation."

Two new grants to fund substance abuse programs

GCC has been awarded a \$125,835 grant by the Fund for the Improvement of Postsecondary Education (FIPSE) to develop a college-wide and community-based network of Alcohol and Drug Abuse Prevention Training programs (Project ADAPT).

The award, covering two years, will be used to develop a comprehensive program of prevention, education, intervention, and referral activities.

Project ADAPT's goals are to analyze college-wide need; expand existing activities for students, staff and the community that focus on proactive prevention of drug and alcohol abuse; increase faculty and staff awareness; develop a student health advisor and mentoring program; support existing self-help groups and develop new ones; and identify and establish liaison with appropriate community resources both on- and off-campus.

A project coordinator will be hired this fall to develop a range of

counseling services, group meetings, handbooks, referral sources, guest speakers, and surveys about alcohol attitudes and habits. In addition, faculty will be given release time to help integrate alcohol awareness into the curriculum.

"Substance abuse continues as a national threat to the intellectual, physical and mental well-being of college students everywhere," says Associate Dean Mirrless Underwood, who is directing the project. "The tragic consequences of drug and alcohol abuse are felt not only by students, but also by their families, the community, and the nation."

"Intervention is an essential component of student services, and we hope that Project ADAPT will help raise the entire community's awareness of the role substance abuse plays in thwarting people's attainment of essential life and career goals. The FIPSE grant will allow us to address these problems in a timely fashion."



Dennis Koonz

Metropolitan Life awards \$15,000

Left to right, Mark Blackmer, Gregory Lazos and David Salow present Associate Dean Mirrless Underwood with a check for \$10,000 from Metropolitan Life. The award is part of a \$15,000 grant made jointly by the AACJC/Metropolitan Life Foundation to GCC and Beacon Programs of Franklin Medical Center to establish an alcohol and drug abuse prevention training program. Lazos is branch manager of Metropolitan Life in Northampton, and Blackmer and Salow are account representatives.

ISP to offer services to unemployed

Unemployed workers will have access to a variety of job assistance programs through GCC's participation in the state's Industrial Services Program (ISP) this fall. The college has been named the substate grantee for the Franklin-Hampshire county area, and will open an office at 393 Main Street in Greenfield September 1.

GCC is collaborating with the Donahue Institute for Government Service located at the University of Massachusetts in Amherst and the Franklin-Hampshire Employment and Training Consortium on the program, which offers services to unemployed workers in 15 areas throughout the state.

The ISP will serve about 185 people between now and June 30, 1992. A four-

person staff, including Program Manager Nancy DuBosque, will offer assistance with resume writing, networking, general job search skills and some training for specific jobs. The program may offer English as a Second Language instruction as well, if needed. Dean of Continuing Education Robert Keir, who supervises the program, says that the goal is to get people in available slots in appropriate area programs--such as GCC--this fall. With \$250,000 in federal funds, the ISP, pays all tuition, fees and other costs associated with the retraining programs.

For more information, people can contact the Greenfield office, located adjacent to the Franklin County Chamber of Commerce, at (413) 774-6866 or 774-6802.

Re-entry program to serve women who have been out of school

Women who have been out of school for five or more years will have a chance to resume their education in a special re-entry certificate program beginning in September.

A new Women's Re-entry Certificate Program will admit 20 students for full-time study over two semesters. The women will take most of their classes together and participate in a year-long support group.

Applicants will meet with faculty to choose courses that will best ensure their success in college. These may include English, an introduction to word processing, mathematics, women's studies, a

reading course, a college success course, and electives. Classes will meet Monday through Friday between the hours of 9 a.m. and 2 p.m.

"We know from experience that there are a lot of women out there who have the potential to do very well in college," says Associate Dean of Humanities Joan Ibish, "and we hope this program encourages them to apply."

"The program will provide a supportive environment for women who have considered returning to school, but question their ability to succeed," adds Associate Dean of Behavioral and Social Sciences Mirrless Underwood.

More than 100 take free classes in 'Project Future'

More than 100 people signed up for free classes at GCC in the spring semester under a special program designed to help the unemployed weather the economic recession. "Project Future" enabled the region's unemployed to take up to two free classes. The tuition-and-fee waiver program was designed to help individuals between jobs to expand their skills while they sought employment.

Participants in the program established their eligibility by contacting their local office of the Massachusetts Department of Employment and Training (DET), to certify that they were receiving unemployment benefits at the time of application/registration (or had exhausted those benefits and remained unemployed at that time).

Once certified, those eligible completed the regular application for admission to GCC, for which the usual fee was waived. Academic advisors were available to assist students in selecting a maximum of two Day Division courses (8 credit maximum) in which to enroll. Tuition and fees connected with these courses were waived by the college, and students were allowed to register on a "space available" basis only.

Students in the program had to either have their own insurance or participate in GCC's student insurance program. Any cost related to this requirement was borne by the student. Students were also responsible for the cost of books and supplies necessary for the courses chosen.

Participating individuals, according to DET rules, had to remain available for employment while enrolled under the program and were expected to continue job search activities as required by DET. In the event that a student had to withdraw from a course or courses because of job requirements, GCC attempted to arrange for him or her to complete the course(s) in another section, day or evening, but made no guarantee in this regard.

"The numbers surprised us," said Dean of Continuing Education Robert Keir. "We thought that there would be 15 to 25 people signing up for the program, but we got four times that many. Obviously, there is a need out there."

Briefly noted

GCC hosted **three major conferences** during a ten-day period in April. They were "Bridging Theory to Practice in Adult Literacy" (April 19 and 20), "Making Education Feminist and Multicultural," the New England Women's Studies Association's 15th annual conference (April 20), and the 1991 Annual Meeting of the National Association of Geology Teachers Eastern and New England Sections (April 26-28).

The **Valley Community Music School**, a collaborative effort among GCC, Music in Deerfield, Mohawk Trail Concerts, the Pioneer Valley Symphony and the Franklin County Arts Council, begins its second year this September.

The music school is designed to fill the void created from the cutting back of music programs in the region's public schools.

Utilizing GCC's theatre, practice rooms, and performing arts center, the program provides individual music lessons, ensemble work, composition theory and instruction, and a Suzuki violin program. The Division of Continuing Education administers the school. About 100 young people and adults enrolled last fall.

Though cuts in state funding have put the future of GCC athletics in jeopardy, **Malane Perry** became the college's first woman basketball player to ever break the 1,000-point barrier last winter.

Bromery addresses graduates

More than 375 students graduated from GCC during annual commencement exercises on Sunday, June 2. Randolph W. Bromery, former chancellor of the state Board of Regents of Higher Education, was the featured speaker.

A total of 390 degrees and certificates were awarded to 379 recipients (11 received more than one award), an increase of about 19 percent from a year ago. Sixty students graduated with honors for maintaining a 3.5 grade point average or better for a minimum of 30 credits at GCC.

Commencement speaker Bromery has



60 recognized at honors convivium

Left to right, award recipients at the annual honors convivium May 9 included John Bellenoit, William Mayhew, Lawanza Brewington, Faith Rockwood, Laura Kendrick, Karen Merriott, Barbara Smead, Paul Strzepa, Emily Conlon, Christine E. Diani and Peter Danielson. A total of 60 students were

held a number of leadership positions in the Massachusetts public higher education system in the past two decades. Most recently, he served as interim chancellor of the board of regents until he

resigned that position this spring in protest over Governor William Weld's cuts to higher education.

President Katherine Sloan and Charles Ramon, chairman of the board of trustees,

honored at the convivium, sponsored by the Greenfield Community College Foundation. Alumna Betsy Egan (above), a senior tax paralegal with Massachusetts Financial Services Co., addressed the honors graduates

conferred awards and diplomas with Acting Dean of Academic Affairs Carleton Stinchfield, Dean of Students Hyrum Huskey, Jr., and Director of Admissions Donald Brown.

The invocation and

benediction were delivered by Federico Agnir, professor of speech. William Sweeney, professor of English, was marshal and Edward Kane, professor of criminal justice, was faculty marshal.



Dennis Koonz

'Math Connection' publishes training manual

Innovative cable television program for school children enters third year

The Math Connection, GCC's weekly mathematics cable television program, has ambitious plans as it looks ahead to its third season. A new, 16-program schedule will begin in November, and plans are to sponsor several math fairs in local elementary schools in the spring. *The Math Connection* has also completed a mathematics training manual for school teachers, with an accompanying video.

The program, produced by GCC and televised through Greenfield Community Television, is aimed at students in grades four through seven. Funding for the project comes from a Dwight D. Eisenhower Grant.

The Math Connection is directed by Karen Green, and produced by Garry Longe. Linda Cavanaugh, chair of the math department, hosts the program, and Joe Lada is assistant producer. Longe and Lada are both GCC graduates.

The goal of the project, says Green, is to stimulate students' interest and increase their exposure to mathematics by involving them and their teachers in the production of the program. A planning

council consisting of teachers from Greenfield and surrounding communities, and GCC mathematics faculty, plans and implements the program.

The show regularly features an interview with a guest from the community who uses math in his/her profession or hobby; "Ask the Student," where students demonstrate how they solve open-ended problems; "Challenge Corner," where groups of kids demonstrate problem-solving skills they have learned in their regular mathematics classrooms; and "Zingers," interesting math facts presented with computer graphics.

The program added two new regular features last season: "Stepping Out," highlighting how math is used in area businesses and special math projects from students' classrooms; and "Johnny No Math," a character played by local comedian Leo T. Baldwin, who demonstrates what can happen in the world if you don't know math (he causes an overflow of suds at the laundromat, for example, because he can't measure soap properly).

Periodically during the year *The Math*

Connection conducts workshops on specific themes for area school children. Dorothea Szabo, owner of "World on a String" in Northampton, appeared on a program last fall, for example, and held a workshop on "Math and Kite-making" with 25 students the following Saturday.

A total of 32 teachers and 160 students from community schools appeared on *The Math Connection* during its 1990-91 season of 16 programs. *The Math Connection* airs live on Mondays from 6:30 p.m. to 7 p.m. on Cable Channel 6. Videotapes are available to public access cable companies and schools for rebroadcast and classroom use.

Last year, the state Board of Regents of Higher Education selected *The Math Connection* as one of two exemplary projects in the state receiving Eisenhower funds, and passed this recognition on to Washington.

The teachers manual and video were funded with a supplementary Eisenhower grant awarded to the program last spring. To obtain a copy, contact Karen Green at 774-3131, extension 334.

Budget cuts force layoffs, day care center closing

Limits on state's Voucher Day Care program lead to decline in enrollment

The cumulative effect of a 35 percent reduction in state funding over the past three years continued to take its toll at the college in 1990-91, forcing the closing of the child care center, increases in student costs, and the layoff of three long-time college administrators.

The decision not to renew the contracts of Dean of Students Hyrum H. Huskey, Jr., Director of Instructional Media Robert Tracy and Director of Athletics John Palmer—in addition to the 17 positions that were eliminated with the closing of the child care center—was made "regretfully," said President Katherine Sloan, in the face of budget cuts that have seen the college's state appropriation shrink from \$6.3 million in fiscal year 1988 to \$4.1 million for the current year.

The dean of students position has been eliminated, and Huskey's responsibilities divided between Dean of Academic Affairs Ira Rubenzahl and Dean of Continuing Education Robert Keir. The future of intercollegiate athletics is currently in doubt; at this writing they would only continue in 1991-92 if the Student Senate took the unusual step of funding coaches salaries and related costs.

The 20-year-old Greenfield Child Care Center suspended operations begin-

ning May 21. At that time, the Rainbow Room on campus and the Acorn Room (infants and toddlers) at 35 Pierce Street closed. All other programs ceased operations on June 28.

The center's enrollment steadily declined over the past year due to state budget cuts to day care. In the spring of 1990, the center's full-time equivalent enrollment was 88, and more than 150 children attended the center during the course of the year. Last spring, the full-time equivalent enrollment was 69.

The biggest reason for the decline, according to Director Nina Cook, was a decision made by the state legislature last October limiting Voucher Day Care subsidies to currently enrolled students. As a result, the center was unable to enroll new students as slots became available.

In addition, eligibility for Department of Social Services (DSS) subsidized day care (Basic Day Care slots) became extremely restricted this year. In 1990, parents were eligible for child care subsidies if they were working or going to school and were on Aid to Families with Dependent Children through the DSS. This year only parents under 20 years of age who are studying to complete their

high school education, or any parent enrolled in the welfare department's Employment and Training program and has found a job are eligible. For many this means that the only way to receive subsidized child care is to quit their jobs and go back on welfare. With these restrictions, said Cook, vacated slots became increasingly difficult to fill.

"In the fall of 1989 Greenfield Community College and the Child Care Center were celebrating the opening of two new programs: the preschool program on campus and the infant/toddler program," said Sloan. "Both were highly successful, providing quality child care primarily to low-income student-parents, who were working very diligently to raise their families while getting an education in order to get off welfare and become productive, tax-paying citizens."

"It makes no sense to eliminate one of the key supports that enables these parents to become self-sufficient. Without subsidized child care, these students are unable to receive the education they need to break out of the welfare cycle."

Annual student fees for 1991-92 have also increased, from \$716 to \$1,016. Tuition remains the same at \$950, for a total of \$1,966 for full-time students.

Phi Theta Kappa chapter opens

GCC launched a chapter of the national honor society Phi Theta Kappa with a special induction ceremony for 38 students last December.

To become eligible for Phi Theta Kappa, a student must complete at least 18 credits toward graduation, maintain a 3.5 grade point average, and show evidence of past and continued service to their college and community. Nominees must also be recommended by two faculty members.

Phi Theta Kappa was established in 1918, and is the only nationally acclaimed honor society serving institutions that offer associate degree programs. Among its activities, the society grants a number of awards and scholarships, sponsors an annual honors institute, and provides oppor-

tunities for international study.

The charter Phi Theta Kappa inductees are Virginia Baird, Paula Barron, Kristi Bart, Brenda Bowie, Lawanza Brewington, Nancy Burkinshaw, Joanne Bush, Emily Conlon, Laurie Cote, Roger Cummings, Jr., Chriszel DeLue, Evelyn Dandeneau, Amy Dlugosz, Nicole Duclos, Floyd Dupree, Tina Fortier, Gail Gesin, Jennifer Higgins and Eckhard Lippke.

Also, Nancy Mayberry, William Mayhew, Joanne McMullin, Angela Murcell, Patricia Paczkowski, Joyce Phillips, Diana Poulin, Kathleen Powell, Eric Saczawa, Lisa Sadoski, Joanne Santos, Meryl Sargent, Kimberly Scott-Lehman, Barbara Smith, Kim Stedman, Patricia Stevenson, Eileen Strzegowski, Marianne Sundell and Gael Wakefield.



Ukraine exchange program likely

Victor Dorohin, rector of the Consumers' Cooperative Institute of Poltava (CCIP) in the Ukraine, presents President Katherine Sloan with a commemorative vase during Dorohin's visit to campus in January. At that time, GCC and Berkshire, Holyoke and Springfield Technical community colleges and the Donahue Institute at the University of Massachusetts signed a letter of intention with the CCIP to establish a mutual exchange program. As of this writing, counselor David Patrick plans to travel to Moscow in mid-September to meet with rectors of the Centrosyuz institutions of higher education to sign a formal protocol for an education, technical, faculty and student exchange program.

\$40,000 grant supports dual enrollment agreement with STCC

GCC has received a \$40,000 grant from the state Department of Medical Security to establish a dual enrollment program with Springfield Technical

Community College in medical assisting, medical lab technology, and respiratory therapy. The grant was made under the DMS' Medical Securities Shortage Initiative.

The project will provide a systematic means of recruitment and support for students from Franklin and Hampshire

Continued on next page

At home with Puerto Rican writers

Faythe Turner's new anthology is the first of its kind

From her rural base in western Massachusetts, Faythe Turner is attempting to bring a mostly urban, ethnic culture to popular attention. In her new book, *Puerto Rican Writers at Home in the USA* (Open Hand Publishing), Turner has brought together the works of 18 contemporary Puerto Rican writers for the first time in one volume.

Turner begins her third year teaching American literature at GCC this September, having previously taught at Nichols College in Dudley, Mass. A native of Ohio, Turner earned her bachelor's degree from Denison University, her master's degree from the University of Rhode Island and a Ph.D. in English from the University of Massachusetts. Her interest in Puerto Rican writers was sparked about 15 years ago during a trip to New York City to meet with writer Piri Thomas, author of *Down These Mean Streets*. Through Thomas, Turner was eventually introduced to a number of Puerto Rican writers in New York, many of whom are represented in her anthology.

The Puerto Rican community in New York is "extraordinarily warm," she says, and has been extremely helpful to her. "I feel like they're my family in a lot of ways. They've accepted me; I'm not treated as an outsider."

Most of the writers in the anthology—16 of whom are still living—share a broad cultural mix: they are United States citizens, with African, European and Native American backgrounds. Many were raised on the streets of New York rather than on their native



Faythe Turner

Dennis Koonz

island. "All of these things are incorporated into their writing," says Turner, adding, "You can hardly keep art and music and literature from happening; it's interwoven in their lives."

Many of the writers in her anthology are familiar with each other's work from their days reading and discussing it at New York's Nuyorican Poets Cafe in the 1970s. "A cafe or bar on the Lower East Side may seem an unlikely place for

writers to present their work or to find an enthusiastic audience," writes Turner in the book's introduction, "but in Puerto Rico, as in many other societies, poetry, song and story are pleasures central to the pattern of daily life, so they bring these cultural aspects with them."

Faythe hopes her anthology "is one small way to broaden people's understanding of each other."

"American literature," she says, "has been tied pretty much to a tightly controlled canon that left out a good many groups in the United States. It has been white- and male-dominated when all along there has been this rich, rich literature coming out of African-American, Latino, women's and more recently, Asian experience."

"All of these areas serve to expand and refresh and enliven the literature of the United States. The best thing about this country is its pluralism and the many groups mingling in one land. Our literature should reflect that."

Two of the writers featured in Turner's anthology—Victor Hernandez Cruz and Judith Ortiz Cofer—came to campus to read from their works and lead workshops during "Puerto Rican Day" May 3.

Free buses brought visitors from as far away as Holyoke to meet with and listen to the writers. The reading was followed by a traditional Puerto Rican meal prepared by the student Multicultural Club. The event was sponsored by the Mass. Council for the Humanities, Friends of the Archibald MacLeish Collection, and the Student Senate, with help from the Pioneer Valley Institute.

Dual Enrollment

Continued from previous page
counties, including present employees from the Franklin Medical Center and Cooley Dickinson Hospital. Thirty participants will be co-enrolled as students of both community colleges. They will pursue general education requirements in Greenfield, and technical courses in the three allied medical specialties in Springfield. Opportunities to train in these specialties are not presently available

within Franklin and Hampshire counties.

The program will begin in September. Students will first participate in a 10-week seminar focusing on skills assessment, academic evaluation and skills necessary for success in a college environment. All enrollees will receive a full complement of support services including tutoring, career seminars, counseling, and academic advising. Participants will benefit from logistical support including

subsidized transportation between the colleges and the services of a project coordinator to act as student advocate.

The project augments a dual admissions agreement between GCC and STCC reached earlier this year for several allied health programs, including dental assistant, dental hygiene, human services, nuclear medicine technology, physical therapist assistant, radiation therapy technology, and surgical technology.

GCC must change with the times

By KATHERINE SLOAN

Is Greenfield Community College today the same college which I came to head three-and-a-half years ago? Does it still hold the promise of a quality education for all residents of Franklin and Hampshire Counties who wish to pursue one? Will it survive as an independent institution under the onslaught of budget cuts and further changes Governor Weld is proposing for Massachusetts public education?

With the new administration in Boston believing it has a mandate to "downsize" state government, dramatic changes in higher education are occurring or are proposed at the state level. Massachusetts now ranks 51 among the 50 states and the District of Columbia in per capita spending on higher education. In addition, the tuition and fees paid by public college students in Massachusetts are close to the highest in the nation (Massachusetts community college students now pay *double* the average charged by community colleges nation-wide).

The state scholarship program for needy students has been reduced by more than one-third; subsidized child care for student-parents on welfare has been severely reduced and may be eliminated entirely; and faculty and staff state-wide have been without a salary increase for more than three years. A sweeping educational reorganization bill has eliminated the Board of Regents, replacing it with a weakened Higher Education Coordinating Council and a Secretary of Education, an appointed authority having broad powers over all levels of public education. What is happening in Massachusetts?

Budget cuts and staff and program reductions may be viewed as necessary short-term responses to a decline in revenue, but they are not an adequate answer to our long-term problems as a Commonwealth or as a nation. Solutions to critical social issues in our rapidly polarizing society demand a broadly educated citizenry.

Economic survival in the '90s will require a highly competent workforce, one dependent increasingly on minorities and women. Massachusetts has a higher percentage of jobs requiring a college education than any other state--80 percent of the new jobs created in the next decade in New England are expected to require some post-secondary education. Educated

brainpower is the natural resource that will fuel our economic growth.

Community colleges like GCC are particularly critical to getting their communities back to work. More than 90 percent of our students stay in the area after graduating and thus contribute directly to the Massachusetts economy. A community college graduate will pay taxes on an average of \$160,000 more in income than a high school graduate; a person with a bachelor's degree increases that to \$400,000-\$600,000 over a lifetime! Paul Tsongas is correct when he argues that public higher education is a revolving loan fund rather than an expenditure.

In response to the reduced levels of state funding that the college has experienced, we at GCC have introduced

*We now view ourselves
as state-assisted rather
than state-supported.*

a number of new revenue-enhancing strategies. We now view ourselves as state-assisted rather than state-supported. We have found it necessary, for example, to offer all courses taught by part-time faculty through the Division of Continuing Education, on a self-supporting basis. This shift has enabled us to enroll students who would otherwise be denied admission; it has also led us to integrate academic responsibility for all instruction under the dean of academic affairs, to ensure consistency in our course offerings, regardless of funding source.

Our board of trustees has examined the role our reserve funds can best play in contributing to the annual operating budget. This money, accumulated over the last 20 years through careful management of various local accounts, will be used in part as a stabilization fund in cyclical economic downturns such as the one we are currently experiencing, and in part to establish a quasi-endowment for the college from which only earnings may be spent. These two new funds should ensure a degree of stability for the college in future difficult times.

Fund-raising from private sources has become a major priority as the college grows less dependent upon state support. We are fortunate to enjoy the support of a strong community Foundation, the oldest

among the community colleges in Massachusetts. But the Foundation will have to do more than it ever dreamed of doing in the past. The Foundation board has significantly increased its support this year, has set new fundraising goals, and is currently in the process of hiring for the first time a director of Foundation and alumni/ae activities. In addition, through a series of federal grants, the college has finally been able to hire a director of grant activities, who will work full-time on procuring additional sources of revenue.

This year, our students will have to pay for a greater share of the cost of their education, as the Governor, the legislature, and the general public refuse to adequately support our colleges. We will continue to struggle vigorously to attract scholarship funds and to keep our charges as low as possible, because it is through the community college that access is provided to higher education for our neediest and most at-risk students.

We are becoming increasingly dependent upon the revenues we collect from student charges, much like a private college. This means that our programs will survive or not to a large extent depending upon the number of students who enroll in them. The implications of this shift are clear: we will need to ensure that each academic program is attractive to prospective students, and be able to demonstrate the success of its graduates; and we must direct a greater proportion of our limited financial and human resources to marketing and institutional research. In practice, like it or not, we are experiencing the privatization of Greenfield Community College.

GCC has indeed changed enormously since I arrived here: the state's economic and political climate has been turned upside down.

What has not changed is the dedication of the faculty and staff. The New England Association of Schools and Colleges Visiting Team which came to campus last fall was amazed at the strong sense of community that pervades all areas of the college, in spite of the difficulties of the past three years. Whatever the external environment, the GCC community is dedicated to the success of our student body. With that as our focal point, we will continue to serve our students and our community well.

*Katherine Sloan is president of
Greenfield Community College.*